

# **EVS Assessment**

Grade 3

Read the questions on each slide and mark their answers in your Answer sheet.

**ALL THE BEST!**

## Question 1

'In constructivist approach, knowledge is built on what children already know to what they want to know or is new to them.'

Read the planning a teacher did to use this statement in the curriculum. Share which among the following reflect the same?

- a. Teacher begins the theme of animals by talking about Iguana to build their curiosity about a new animal
- b. Teacher begins the theme shelter by asking children to draw the picture of their home
- c. Teacher begins the theme plants by taking them to the botanical garden to show all new plants from different countries brought there
- d. Teacher begins the theme transportation by reading the story of invention of airplane by Wright brothers

## Question 2

A child is given the task to research about the food of Bihar. Parents think that this is a non-essential activity as they stay in Delhi and there is no relevance to know about the food of Bihar. What will you say to the parents to help them see its value?

- a. I will say that knowing about regional food makes children aware about the variety of combinations that can be made using the same raw material
- b. I will say that knowing about the regional food makes children aware about the number of food items that are cooked in India as compared to any other country
- c. I will say that knowing about regional food prepares children to eat that food whenever he/she goes to that state
- d. I will say that knowing about regional food helps children understand the cultural diversity in the country

## Question 3

In the EVS class, teacher asks children to make a questionnaire and send them to talk to the school chef. What do you think is the main purpose of planning this interview?

- a. The above interview helps children to know about the school chef and brings them close to him/her
- b. The above interview helps children develop the appropriate questions
- c. The above interview helps children to gather the authentic data and makes the learning more concrete.
- d. The above interview helps children to move around and see their school and people who work here.

## Question 4

Teacher talk about the likes and dislikes of students with respect to food. One child said to the teacher, 'I am surprised how my friend can like bottle gourd. It tastes so bad.'

How should that teacher address such sharing?

- a. Teacher should tell the child to ask his friend only
- b. Teacher should tell the child to collect the data about all the people in school or around him that like bottle gourd
- c. Teacher should tell the child to talk to a cook to know how bottle gourd can be cooked in a better way.
- d. Teacher should tell the child that taste is an individual choice and it can vary.

## Question 5

Teacher read the story about a brother-sister who cannot hear. Why you think this story is kept in the theme of communication?

- a. This story provides opportunity to children to look at the struggles and challenges of other people.
- b. This story gives space for inclusion of people who communicate differently
- c. This story makes children appreciate the sense organs they have
- d. This story helps them to be more alert about different people in their surrounding

## Question 6

The teacher brought different cooking appliances like *chullah*, kerosene stove, gas stove, solar cooker and induction plate. She showed how each one of them can be used for preparing the same food item.

What is the relevance of such an activity when many appliances are not much used today?

- a. This activity helps children to get familiar with the changes that took place. This in turn helps them to see change as a crucial process of development.
- b. This activity makes children equip to use various cooking appliances in the absence of the ones we use today
- c. This activity helps children develop the relevance of the appliances that we use in the past.
- d. This activity helps children see the limitations of the appliances that we used in the past as compared to the one we use today.



## Question 7

In the classroom teacher show the video of making biscuits and dhokla. She asks them to write the difference in the process of making in a tabular format. She introduces the process of baking and steaming.

Which are the process skills on which she is working while doing the above activity?

- a. Observation and classification
- b. Observation and comparison
- c. Observation and inferring
- d. Observation and prediction

## Question 8

'Integration of performing arts in EVS curriculum helps in the holistic development of the children.'

Which of the following activity does not support the above statement?

- a. Doing a skit to show the life in rural and urban India
- b. Playing a game where child is reading a clue and enacting about water scarcity
- c. Observing a video of a play and talking about deforestation shown in the play
- d. Using objects to describe an experience associated with different weather conditions without speaking any word.

## Question 9

The objective of teacher is to build the understanding about frying. She showed a video of making a *puri* and *pakora*. Which is the most appropriate reflection question she should ask about the video?

- a. What do you see in both the videos?
- b. Define the process of frying based on both the videos?
- c. How is frying visible in both the videos?
- d. What similarities do you see in both the videos?

## Question 10

Teacher gave the following task:

Circle the appropriate means of communication based on the given situations:

- A. There is a sudden landslide on Jammu-Srinagar highway (Telephone, Radio, E-mail)
- B. You want to tell your friend about your brother's wedding (Newspaper, Television, Telephone)

Which is the most appropriate stage of learning cycle in which this task should be given?

- a. Experience
- b. Reflection
- c. Conceptualisation
- d. Application